



## McCormick School District

821 North Mine Street  
McCormick, SC 29835

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	894 Students	
<b>Superintendent</b>	Dr. Sandra Calliham	864-852-2435
<b>Board Chair</b>	Byron Thompson	864-391-5644

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>At-Risk</b>
2008	Average	Below Average
2007	Average	Excellent
2006	Below Average	At-Risk
2005	Below Average	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

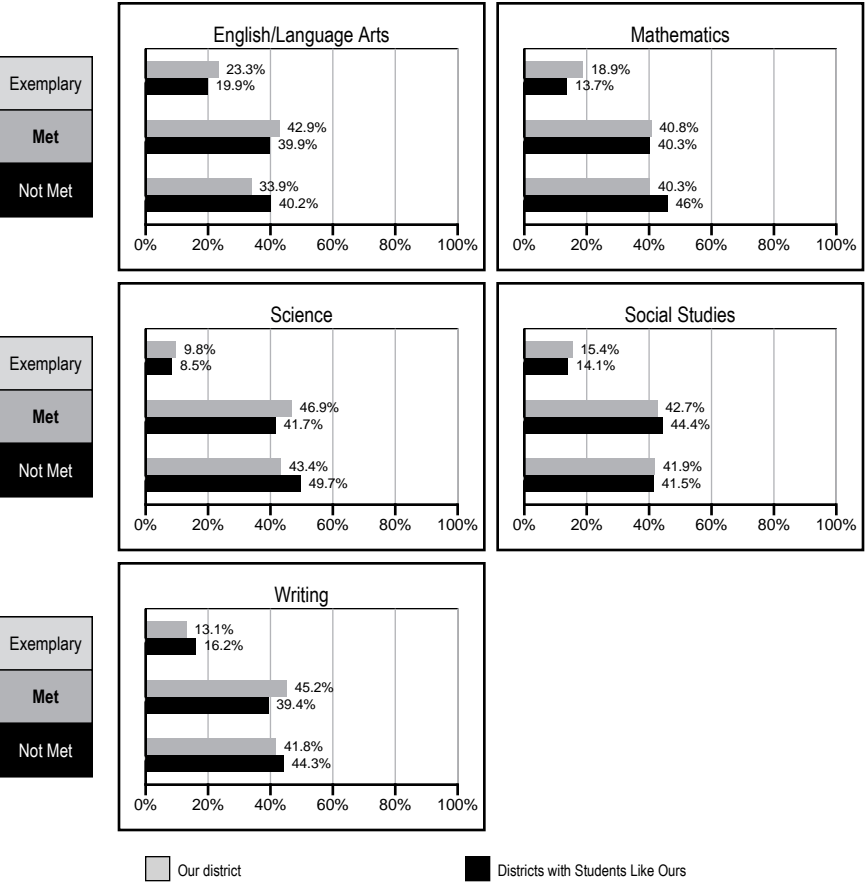
96.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	6	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	68.4%	78.6%	66.7%	67.9%	72.3%	64.8%
Passed one subtest	22.8%	16.1%	18.3%	17.1%	15.6%	17.7%
Passed no subtests	8.9%	5.4%	15.0%	15.0%	12.1%	17.6%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	46.4%	62.5%
English 1	58.3%	50.5%
Physical Science	22.7%	34.7%
US History and the Constitution	12.7%	17.7%
All Subjects	35.7%	41.9%

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## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=894)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	3.6%	Up from 3.1%	3.8%	3.1%
Attendance rate	95.7%	Up from 94.5%	95.3%	95.7%
Eligible for gifted and talented	0.7%	Down from 2.7%	7.3%	11.2%
With disabilities other than speech	8.1%	Down from 9.6%	11.6%	10.6%
Older than usual for grade	5.3%	Down from 5.8%	5.4%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.7%	0.4%	0.5%
Enrolled in AP/IB programs	8.3%	Up from 3.6%	5.9%	10.5%
Successful on AP/IB exams	N/A	N/A	46.2%	51.2%
Eligible for LIFE Scholarship	30.6%	Down from 33.3%	29.1%	30.8%
Enrolled in adult education GED or diploma programs	26	Down from 40	40	40
Completions in adult education GED or diploma programs	23	Down from 27	23	30
Annual dropout rate	2.5%	Up from 2.2%	3.4%	3.4%
<b>Teachers (n=75)</b>				
Teachers with advanced degrees	48.0%	Down from 56.2%	52.9%	56.8%
Continuing contract teachers	54.7%	Down from 64.4%	69.6%	76.7%
Teachers with emergency or provisional certificates	20.3%	Up from 14.3%	10.7%	4.6%
Teachers returning from previous year	76.3%	Up from 72.0%	83.5%	88.4%
Teacher attendance rate	95.8%	Up from 95.0%	95.0%	95.0%
Average teacher salary*	\$42,696	Up 0.5%	\$44,753	\$46,992
Vacancies for more than nine weeks	2.7%	Down from 4.1%	1.5%	0.4%
Professional development days/teacher	19.8 days	Up from 18.0 days	13.1 days	13.1 days
<b>District</b>				
Superintendent's years at district	4.5	No Change	3.5	3.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 17.5 to 1	18.9 to 1	20.5 to 1
Prime instructional time	89.8%	Up from 87.9%	88.9%	89.8%
Dollars spent per pupil**	\$12,312	Up 7.1%	\$10,717	\$9,279
Percent of expenditures for teacher salaries**	45.2%	Up from 44.4%	48.1%	52.7%
Percent of expenditures for instruction**	48.9%	Up from 47.8%	53.1%	56.7%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Number of schools	3	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	5.3%	3.5%
Average age in years of school facilities	23 Years	Up from 22 Years	31 Years	28 Years
Number of schools with SACS accreditation	2.0	No Change	4.0	8.0
Parents attending conferences	92.1%	Up from 91.5%	92.2%	93.9%
Average administrator salary	\$70,065	Up 5.8%	\$74,796	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	69	95.7%	322	35.7%	84	72.6%	No
<b>Gender</b>							
Male	41	92.7%	170	35.3%	53	64.2%	N/A
Female	28	100.0%	152	36.2%	31	87.1%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	45	57.8%	12	75.0%	N/A
African American	59	94.9%	276	32.2%	71	71.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	29	13.8%	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	52	96.2%	250	32.8%	60	73.3%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	95.7%	91.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	84	222
Number of Diplomas	61	154
Rate	72.6%	70.3%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	390	450	403	509	407	411	1200	1370		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	14.8	14.7	16.2	17.7	17.4	16.3	16.2	16.1	16.2	16.2
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

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**School District Governance**

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	36.0 per board member
Percent New Trustees Completing Orientation	100.0%

**District Superintendent's Report**

McCormick County School District showed improvement in many areas of our academic program during the 2008-09 school year. One of our schools, McCormick High, made adequate yearly progress AYP; McCormick High School was recognized as a Palmetto Gold Winner. These awards are based on improvements from one year to the next. We are very proud of the faculty, staff, students, parents, and those who help support the schools as we endeavor to provide a quality education to our students.

The district and schools continue to provide staff development that is relevant to teachers teaching and students learning. We continue to use MAP (measures of academic progress) to improve teaching and learning. We also purchased software recommended by faculty and staff to assist students and teachers in their learning and teaching.

Strategic Plans for all schools and the district were reviewed and plans are underway for the update to all plans during the 09-10 school year. McCormick Elementary and McCormick Middle are both SACS accredited, and McCormick High will begin that process during the 2010-11 school year. The School Board of Trustees and McCormick County Council continued the tradition of meeting together and talking about budget issues and their effect on county and school operations.

The McCormick High School Building Project is underway and the anticipated move-in time is the school year of 2010-2011. The building project consists of a new high school and athletic facilities. This year has been very challenging and rewarding and we are looking forward to the upcoming year.

Sandra Calliham, Ed.D.Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Mccormick Middle	R-DELAY	Mccormick Elementary	NI-DELAY

The McCormick School District consists of 3 public schools with 2 of these schools, or 66.7%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

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# PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	404	100.0	33.9	42.7	23.4	76.0	82.8	Yes	Yes
<b>Gender</b>									
Male	209	100.0	36.0	38.6	25.4	72.1	79.3	N/A	N/A
Female	195	100.0	31.6	47.1	21.4	80.2	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	72	100.0	12.5	48.4	39.1	90.6	89.5	Yes	Yes
African American	324	100.0	38.6	41.8	19.6	72.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>									
Disabled	46	100.0	65.9	25.0	9.1	38.6	52.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	3	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
<b>Socio-Economic Status</b>									
Subsided meals	307	100.0	36.2	43.0	20.8	74.7	75.5	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	404	100.0	40.1	40.9	19.0	69.5	78.9	Yes	Yes
<b>Gender</b>									
Male	209	100.0	37.1	40.1	22.8	69.5	77.0	N/A	N/A
Female	195	100.0	43.3	41.7	15.0	69.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	72	100.0	17.2	57.8	25.0	87.5	87.2	Yes	Yes
African American	324	100.0	45.3	37.3	17.4	65.5	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>									
Disabled	46	100.0	65.9	25.0	9.1	34.1	45.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	3	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
<b>Socio-Economic Status</b>									
Subsided meals	307	100.0	42.3	39.2	18.4	66.6	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

### Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	270	100.0	43.5	46.7	9.8	56.5	67.5
<b>Gender</b>							
Male	147	100.0	40.4	44.1	15.4	59.6	67.0
Female	123	100.0	47.1	49.6	3.4	52.9	68.0
<b>Racial/Ethnic Group</b>							
White	53	100.0	19.6	58.7	21.7	80.4	79.5
African American	213	100.0	48.8	44.0	7.2	51.2	50.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	35	100.0	77.1	17.1	5.7	22.9	35.6
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
<b>Limited English Proficient</b>							
Limited English	1	I/S	I/S	I/S	I/S	I/S	59.6
<b>Socio-Economic Status</b>							
Subsided meals	207	100.0	46.5	45.5	8.1	53.5	55.1

**Social Studies**

All Students	264	100.0	41.6	42.8	15.6	58.4	72.3
<b>Gender</b>							
Male	130	100.0	37.7	41.8	20.5	62.3	71.5
Female	134	100.0	45.3	43.8	10.9	54.7	73.2
<b>Racial/Ethnic Group</b>							
White	45	100.0	25.0	47.5	27.5	75.0	80.7
African American	213	100.0	44.9	42.5	12.6	55.1	60.0
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>							
Disabled	28	100.0	76.9	19.2	3.8	23.1	43.5
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
<b>Limited English Proficient</b>							
Limited English	2	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>							
Subsided meals	199	100.0	47.1	41.3	11.6	52.9	62.1

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
<b>Writing</b>									
All Students	406	99.8	41.7	43.3	15.0	58.3	70.2	96.2	96.1
<b>Gender</b>									
Male	209	100.0	44.4	39.4	16.2	55.6	63.2	95.9	96.0
Female	197	99.5	38.8	47.3	13.8	61.2	77.5	96.5	96.3
<b>Racial/Ethnic Group</b>									
White	74	98.7	33.3	48.5	18.2	66.7	79.1	94.5	95.9
African American	328	100.0	43.7	42.4	13.9	56.3	57.6	96.6	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.2	98.1	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.6	94.7	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	N/A	94.9
<b>Disability Status</b>									
Disabled	45	100.0	79.1	18.6	2.3	20.9	26.1	95.0	95.2
<b>Migrant Status</b>									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
<b>Limited English Proficient</b>									
Limited English	N/A	N/AV	I/S	I/S	I/S	I/S	61.2	99.9	96.8
<b>Socio-Economic Status</b>									
Subsidized meals	305	99.7	43.3	42.6	14.2	56.7	58.9	96.2	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	65	100.0	21.3	39.3	39.3	78.7
	4	60	100.0	30.9	54.5	14.5	69.1
	5	76	100.0	30.7	45.3	24.0	69.3
	6	57	100.0	20.8	43.4	35.8	79.2
	7	71	100.0	50.0	36.4	13.6	50.0
	8	75	100.0	44.6	39.2	16.2	55.4
Mathematics							
2009	3	65	100.0	31.1	36.1	32.8	68.9
	4	60	100.0	40.0	47.3	12.7	60.0
	5	76	100.0	44.0	44.0	12.0	56.0
	6	57	100.0	20.8	47.2	32.1	79.2
	7	71	100.0	50.0	39.4	10.6	50.0
	8	75	100.0	48.6	33.8	17.6	51.4
Science							
2009	3	34	100.0	25.0	59.4	15.6	75.0
	4	60	100.0	32.7	61.8	5.5	67.3
	5	37	100.0	51.4	43.2	5.4	48.6
	6	29	100.0	29.6	55.6	14.8	70.4
	7	71	100.0	47.0	42.4	10.6	53.0
	8	39	100.0	71.1	18.4	10.5	28.9
Social Studies							
2009	3	30	100.0	27.6	37.9	34.5	72.4
	4	60	100.0	20.0	70.9	9.1	80.0
	5	39	100.0	50.0	28.9	21.1	50.0
	6	28	100.0	N/AV	N/AV	N/AV	N/AV
	7	71	100.0	74.2	15.2	10.6	25.8
	8	36	100.0	47.2	47.2	5.6	52.8
Writing							
2009	3	64	100.0	34.4	42.6	23.0	65.6
	4	58	100.0	30.9	58.2	10.9	69.1
	5	77	100.0	40.0	42.7	17.3	60.0
	6	56	100.0	28.3	52.8	18.9	71.7
	7	73	100.0	62.7	26.9	10.4	37.3
	8	78	98.7	48.0	41.3	10.7	52.0

Abbreviations for Missing Data

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**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	63	98.4	15.3	37.3	33.9	13.6	61.0	61.8	No	Yes
Male	35	100.0	21.2	42.4	24.2	12.1	42.4	57.4	N/A	N/A
Female	28	96.4	7.7	30.8	46.2	15.4	84.6	66.1	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	74.3	I/S	I/S
African American	54	98.1	17.6	41.2	33.3	7.8	54.9	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	45	97.8	17.1	36.6	36.6	9.8	61.0	45.6	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	63	98.4	32.2	35.6	23.7	8.5	45.8	62.7	No	Yes
Male	35	100.0	42.4	33.3	15.2	9.1	30.3	61.8	N/A	N/A
Female	28	96.4	19.2	38.5	34.6	7.7	65.4	63.6	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
African American	54	98.1	37.3	35.3	21.6	5.9	39.2	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	45	97.8	29.3	39.0	24.4	7.3	46.3	47.9	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	61	95.1	93.4	1.6	N/A	N/A	N/A	N/A	N/A	N/A
Male	34	91.2	88.2	2.9	N/A	N/A	N/A	N/A	N/A	N/A
Female	27	100.0	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	52	98.1	98.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	43	93.0	93.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	61	91.8	11.1	35.2	38.9	14.8	66.7	69.7
	2009	63	98.4	15.3	37.3	33.9	13.6	61.0	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	61	91.8	16.7	38.9	35.2	9.3	57.4	67.2
	2009	63	98.4	32.2	35.6	23.7	8.5	45.8	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.1%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.7%	0.0%	No
Student attendance rate, grades K-8	95.7%	94.0%*	Yes

\* Or greater than last year

\*\* Adjusted to account for natural variation in performance.